Universals Observation Tool

Based on work by Christine Richmond – ‘Teach more, manage less’

Learning environment:

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| Learning space arranged prior to lesson |
| Lesson prepared |
| Teacher in classroom before students |
| Seating plan |
| Visible lesson plan – students know what they will be learning this lesson |
| Use of settling activity |
| Routines evident – entering, leaving room, handing out material, packing away |

Conveying expectations

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| Clear communication of expectations |
| Use confident body language to model expectations |
| Small number of positively stated expectations |
| Expectations visually presented |
| Effective and clear verbal instructions |

Acknowledging students

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| Deliberate cultivation of engaging demeanour with students |
| Use of body language to convey approval to those students who deserve it / need it |
| Single words and phrases to convey approval |
| Use of discrete praise with individuals and generous praise with whole class |
| Descriptive encouragement used to enhance on-task and cooperative behaviour |
| Use concrete evidence or incremental improvement with students who are challenging |

Correcting students

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| Calm demeanour when correcting students |
| Body language signals to cue students to stop what they are doing a resume working |
| Choices given |
| Reprimands are infrequent, brief and discrete |
| Detention / sanctions imposed when appropriate |
| Follow through |
| Not engaged in power play |
| Have a correction sequence to use in class |

For students causing concern

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| Defined and shared goals / targets |
| Plan for acknowledging and correcting behaviour |
| Clear sequence for correction with agreed sanctions |
| Plan for building / rebuilding relationship to focus attention back to learning |